

## School and Teacher Demographics

Per Pupil Expenditures \$6,842

(CCD, 1998–1999)

Number of districts 49

(CCD, 1999–2000)

Number of public schools (CCD, 1999–2000)

Elementary	Middle	High	Combined	Total
225	74	72	11	385

Number of charter schools n/a

(CCD, 1999–2000)

Number of FTE teachers (CCD, 1999–2000)

Elementary	Middle	High	Combined	Total
3,165	1,537	1,931	164	6,819

Public school enrollment

(CCD)

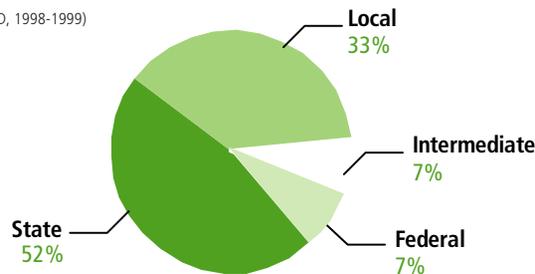
(By state definition)

	1993–1994	1999–2000
K–8	71,402	61,823
9–12	29,497	30,434
Total	100,899	92,300
Pre-K	n/a	n/a

## Sources of funding

District average

(CCD, 1998–1999)



## Student Demographics

Race/ethnicity

	1993–1994	1999–2000
American Indian/Alaskan Natives	2,711 3%	2,715 3%
Asian/Pacific Islander	736 1%	772 1%
Black	1,008 1%	967 1%
Hispanic	6,242 6%	6,253 7%
White	90,202 89%	81,594 88%
Other	n/a	n/a

(CCD, K–12)

Students with disabilities (OSEP)

1993–1994	10,055 10%
1999–2000	11,054 12%

Students with Limited English proficiency (ED /NCBE, K–12)

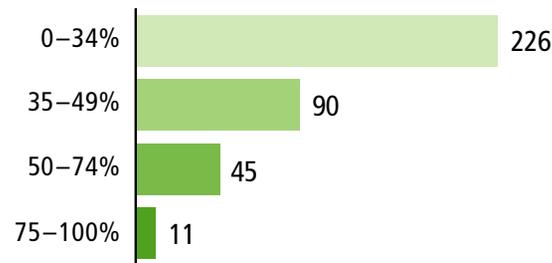
1993–1994	1,938 2%
1999–2000	2,253 2%

Migrant (OME, K–12)

1993–1994	483 *
1999–2000	n/a

## All schools by percent of students eligible to participate in the Free Lunch Program†

(CCD, 1999–2000)



† 13 schools did not report.

KEY: \* = Less than 0.5 percent  
 — = Not applicable  
 n/a = Not available  
 # = Sample size too small to calculate

## Statewide Accountability Information

(Collected from States, January 2002 for 2001–2002 school year)

### Statewide Goal for Schools on State Assessment

District accreditation: districts set performance standards

### Expected School Improvement on Assessment

None

### Indicators for School Accountability

CRT (WyCAS) scores, total and sub groups—LEP, low-income, disabled, migrant, mobility

### Title I Adequate Yearly Progress (AYP) for Schools

Annual growth to close gap to 100% proficient in 10 years, total and for each subgroup

Title I 1999-2000	Schoolwide Programs	Targeted Assistance	Total
Number of Schools	42	98	140
Schools Meeting AYP Goal	30%	70%	100%
Schools Identified for Improvement	36	61	97
	86%	62%	69%
	3	14	17
	7%	14%	12%

(ED Consolidated Report, 1999–2000)

Title I allocation \$18,874,656

(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected & Delinquent, ED, 1999–2000)

## NAEP State Results

	Grade 4	Grade 8
<b>Reading, 1998:</b>		
Proficient level and above	30%	29%
Basic level and above	65%	76%
<b>Math, 2000:</b>		
Proficient level and above	25%	25%
Basic level and above	73%	70%

## Student Achievement 1999–2000

Assessment Wyoming Comprehensive Assessment System  
 State Definition of Proficient See Appendix A

### Elementary School

#### Grade 3

##### Reading/Language Arts

Students in:	Novice	Proficient ↻		Advanced
		Partially Proficient	Proficient	
All Schools	23%	40%	27%	10%
Title I Schools	26	39	27	9
High Poverty Schools				
Students with Limited English Proficiency				
Migratory Students				
Students with Disabilities				

##### Mathematics

Students in:	Novice	Proficient ↻		Advanced
		Partially Proficient	Proficient	
All Schools	37%	36%	22%	5%
Title I Schools	39	35	21	5
High Poverty Schools				
Students with Limited English Proficiency				
Migratory Students				
Students with Disabilities				

### Middle School

#### Grade 7

##### Reading/Language Arts

Students in:	Novice	Proficient ↻		Advanced
		Partially Proficient	Proficient	
All Schools	21%	44%	30%	6%
Title I Schools	23	45	27	5
High Poverty Schools				
Students with Limited English Proficiency				
Migratory Students				
Students with Disabilities				

##### Mathematics

Students in:	Novice	Proficient ↻		Advanced
		Partially Proficient	Proficient	
All Schools	30%	38%	24%	8%
Title I Schools	34	39	21	7
High Poverty Schools				
Students with Limited English Proficiency				
Migratory Students				
Students with Disabilities				

### High School

#### Grade 11

##### Reading/Language Arts

Students in:	Novice	Proficient ↻		Advanced
		Partially Proficient	Proficient	
All Schools	17%	42%	33%	8%
Title I Schools	18	54	23	5
High Poverty Schools				
Students with Limited English Proficiency				
Migratory Students				
Students with Disabilities				

##### Mathematics

Students in:	Novice	Proficient ↻		Advanced
		Partially Proficient	Proficient	
All Schools	24%	41%	26%	8%
Title I Schools	48	34	14	4
High Poverty Schools				
Students with Limited English Proficiency				
Migratory Students				
Students with Disabilities				

### High School Indicators

High school dropout rate (CCD, event)	1993-94	1998-99
	7%	5%
Postsecondary enrollment (IPEDS, High school grads enrolled in college)	1994-95	1998-99
	3,173	3,494
	53%	54%

KEY: \* = Less than 0.5 percent  
 — = Not applicable  
 n/a = Not available  
 # = Sample size too few to calculate  
 High Poverty Schools = 75-100% students receiving free/reduced lunch